

Pupil premium strategy statement – Oakdale Primary School

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	408
Proportion (%) of pupil premium eligible pupils	17.4%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Ilona Wrigley
Pupil premium lead	Kirsti Britton
Governor / Trustee lead	Ross Colley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£78,440
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£78,440

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that all pupils, regardless of background reach their full potential, making good progress academically and socially. We take a holistic approach to support with the aim that all our pupils achieve good outcomes.

High-quality teaching is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap. Our curriculum is carefully designed to cater to the diverse needs of all students, ensuring inclusivity and support for every individual, regardless of their background. We understand the importance of not only challenging our high achievers but also providing support to those with additional needs, enabling them to perform at their best.

We aim to engage parents and carers in education and support them in having high aspirations for their children.

We want all our pupils to strive to meet our CORE Values of:

- Respect
- Challenge
- Collaboration
- Aspiration
- Care

Our approach will be responsive to common challenges and individual needs, rooted in assessment and knowledge of the children, not assumptions about the impact of disadvantage. Our pupil premium strategy is strategically linked to our whole school development plan to ensure our priorities are communicated clearly and achieved effectively.

The approaches we take include;

- Assessment for learning,
- Early identification of barriers to learning and relevant support
- A culture where all staff assume collective responsibility and have high aspirations for every child

Challenges


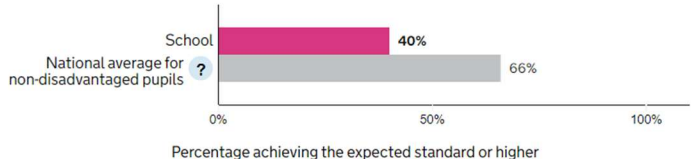
This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	A high proportion of our disadvantaged pupils also have a barrier to learning and are identified as SEND (30%)
2	A high proportion of our disadvantaged pupils and families require additional support through access to the Early Help pathway or working with external services (43%)
3	Less pupils are likely to achieve ARE than non-disadvantaged children
4	Communication and PSED: Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception and the number of children with a higher level of need has significantly increased in the last three years. Less disadvantaged pupils achieved ELG in 2024 than non-disadvantaged pupils.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. To ensure disadvantaged pupils with additional barriers (emotional or cognitive) individual needs are addressed so that they make progress against individual plans.	<p>There will be systematic approach to the case studying of individual pupils who are on the SEND register and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings</p> <p>This could include</p> <ul style="list-style-type: none"> • Personalised learning plans and curriculum • Alternative provision • Intervention • Assertive mentoring approach • Individual testing to identify barriers • Support from external services • Behaviour plans • SEMH support
2. Parents of advantaged and disadvantaged pupils work with school supporting their	<p>In response to parental feedback we will ensure:</p> <p>Curriculum maps are shared with parents (and available on the school website) outlining what the curriculum coverage will be each half term.</p>

<p>child's academic progress through ensuring homework tasks are completed, regularly reading at home, attending school led events and ensuring external service support is engaged with.</p>	<p>Reception staff offer weekly drop-in sessions to share children's learning experiences and efforts with parents to help involve them in their child's learning.</p> <p>Parent workshops are offered in relevant curriculum areas such as phonics, maths and reading as well as parent consultations, to provide guidance on how best to support pupils at home.</p> <p>Early Help Assessments and TAF meetings will take place for identified families. Support from external agencies will be sought by the school, if required. Families access support in managing their child's needs and feel that their needs are met within 24 months of opening an EHA (taking into account the waiting period for a neurodevelopment assessment).</p> <p>Review of our homework policy to improve the % of pupil premium children who engage with home learning: 44% rarely complete homework 24% sometimes 31% mostly and only 1 child (2%) always complete their homework</p>						
<p>3. Increase % of pupils who achieve Greater depth outcomes at the end of KS2</p>	<p>A lower percentage of pupil premium children achieve greater depth outcomes than non-disadvantaged pupils. In 2023 no pupils achieved the combined higher standard. 0% reading, 10% writing and 20% maths.</p> <p>Percentage of disadvantaged pupils achieving the higher standard</p> <p>Number of disadvantaged pupils = 10</p>  <table border="1"> <caption>Percentage of disadvantaged pupils achieving the higher standard</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>0%</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>10%</td> </tr> </tbody> </table> <p>20% in maths and writing achieved in 2024.</p> <p>SC: Close the gap to National non-disadvantaged pupils at the higher standard in reading, writing and maths.</p>	Category	Percentage	School	0%	National average for non-disadvantaged pupils	10%
Category	Percentage						
School	0%						
National average for non-disadvantaged pupils	10%						
<p>3. Disadvantaged pupils at age related expectations achieve outcomes in line with non-disadvantaged in RWM combined at the end of KS2.</p>	<p>2023 Gap 26%:</p> <p>Reading, writing and maths combined</p> <p>Percentage of disadvantaged pupils achieving the expected standard or higher</p> <p>Number of disadvantaged pupils = 10 View as table</p>  <table border="1"> <caption>Percentage of disadvantaged pupils achieving the expected standard or higher</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>School</td> <td>40%</td> </tr> <tr> <td>National average for non-disadvantaged pupils</td> <td>66%</td> </tr> </tbody> </table> <p>SC: Combined outcomes for disadvantaged pupils gap to close from 26% starting measure</p>	Category	Percentage	School	40%	National average for non-disadvantaged pupils	66%
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<p>3. Average score in MTC (Year 4) is in line with all pupils National score for pupil premium children.</p>	<p>2023 7% of disadvantaged pupils achieved 25/25 compared 48% non-disadvantaged. The average score in 2023 was 22.1 (National 20.2) for all students and 19.1 for disadvantaged.</p> <p>2024 all pupil outcomes were below National. The average score for disadvantaged pupils was 19.06. Only one pupil/15 achieved 25/25.</p> <p>SC: Pupil premium children to score in line with an average of 20.2 (National outcome 2023)</p>
<p>4. Close the gap of pupil premium pupils achieving listening, attention, understanding and speaking at the end of Early years compared to non-disadvantaged pupils.</p>	<p>2023</p> <p>Listening, attention and understanding +4% disadvantaged compared to non-disadvantaged.</p> <p>Speaking -6%</p> <p>S.C Close the increased gap of 26% difference in 2024 outcomes (50% disadvantaged and 24% non-disadvantaged) in both Listening, attention and understanding and Speaking (ELG areas 1 and 2)</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,335

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Phonics training: Subject leader release time to plan, monitor and feedback to continually improve provision. This also includes dedicated time to train new staff and develop a peer coaching model.</p> <p>£1430</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	<p>3,4</p>

<p>Reading development and resources: Introduction of Little Wandle reading fluency for KS2 and expanding resources for EYFS texts.</p> <p>Continued development for new staff.</p> <p>£1940</p>	<ol style="list-style-type: none"> 1. Reading comprehension strategies are high impact on average (+6 months). Alongside phonics it is a crucial component of early reading instruction. 2. It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension. 3. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers. Pupils can struggle with decoding words, understanding the structure of the language used, or understanding vocabulary, which may be subject-specific. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies <p>Book Talk Collaborative learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	<p>1, 3, 4</p>
<p>Maths Mastery training: CPD: Mastering number KS2 (supply and training for teaching assistants in KS2 x4)</p> <p>TTR subscription to support arithmetic progress for all pupils and supports the teaching of basic skills. Parent workshop Aut 2</p> <p>£5134</p>	<p>Mastery learning: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Peer tutoring approach: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	<p>1,3</p>
<p>Writing support for teaching and learning: Subscription to Spelling Shed supports the teaching of basic skills</p> <p>Nessy programme for identified pupils with a</p>	<p>Individualised instruction https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1,3</p>

<p>specific barrier to learning</p> <p>Clicker licences for pupils who need additional support to write.</p> <p>£1530</p>		
<p>SEND</p> <p>SENCO/PPG lead time for monitoring support and training based on 1 day per week for 38 weeks</p> <p>Support for Learning SEND assessments to assess barriers to learning service level agreement.</p> <p>LASS screening tests to identify possible barriers to learning.</p> <p>Specialist training CPD for staff e.g. Autism training and advisory service</p> <p>£11,900</p>	<p>Small group learning might be another promising approach to meeting differing learner needs without reducing the total amount of teaching time that pupils receive.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>1:1 support</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Individualised learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	<p>1, 2, 3 ,4</p>
<p>Wellbeing</p> <p>CPD Mental health training- ELSA training for HLTA, courses provided by EHWP team and Early help forums</p> <p>Release time for teaching staff to attend EHWP appointments for pupils and to ensure outcomes identified</p>	<p>Behaviour support STEPs based:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Social and emotional support:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1, 2, 3</p>

are resourced and implemented.		
Subsidy for 1:1 behaviour TA when required		
£7407		

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 25,807

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intervention 1:1 and small group intervention-dedicated staff time to ensure this takes place regularly (% of staff pay)</p> <p>1:1 support for vulnerable pupils without an EHCP but need considerable support to access education</p>	<p>Early Language Skills https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</p> <ul style="list-style-type: none"> • NELI delivery • Speech and Language individualised program <p>Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <ul style="list-style-type: none"> • Targeted support using gap analysis <p>Reading https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <ul style="list-style-type: none"> • Targeted small group intervention by Reading HLTA • PIXL gap analysis to support progress and attainment • Inference intervention • Assertive mentoring • Echo reading group • Little Wandle reading program <p>Writing https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1.2, 3, 4

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • Assertive mentoring • PIXL gap analysis to support progress and attainment of Grammar, punctuation and spelling <p>Maths</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <ul style="list-style-type: none"> • PIXL gap analysis to support progress and attainment • Same day intervention (Mastery approach) • Assertive mentoring 1:1 • Small group delivery for Year 6 <p>Behaviour interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>Specialist 1:1 support for high level of need Alternative provision including 1:1 therapy and off site provision e.g. forest school 1:1 TA support following pro-social approach and individual behaviour plans</p> <p>Wellbeing mental health mentoring:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p> <p>1:1 pastoral support including drawing therapy and individual wellbeing plans</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £23,278

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEMH and supporting families: DHT Early Help assessments and support for families with accessing support from other agencies.</p>	<p>Social and emotional learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce</p>	1, 2, 3

<p>Behaviour systems- prizes to promote positive choices</p> <p>New homework platform for individualised learning for KS2 (proportion of subscription based on PPG access) following parental feedback to provide clear learning next steps.</p> <p>Open school events throughout the year to raise engagement. E.g. SATs meetings, phonics drop-in sessions</p> <p>£13,603</p>	<p>overall disruption and provide tailored support where required.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Wellbeing mental health mentoring: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
<p>Access to wider curriculum opportunities to develop essential knowledge, supporting children's future success. (termly class visits, visitors to school, outdoor learning and opportunities for residential visits in KS2).</p> <p>£9675</p>	<p>Residential and day visits – outdoor adventure learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/outdoor-adventure-learning/</p> <p>Enrichment is a core part of our curriculum. In order to enable all children to access this we incur the costs of the full amount of day visits and pay towards residential visits.</p> <p>Each pupil premium child is also entitled to support with uniform costs. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</p> <p>We offer a laptop library service for those eligible for support to enable access to homework. These are setup to ensure they have safety systems in place and also have access to the apps we subscribe to. Technician time and filtering costs.</p>	3

Total budgeted cost: £78,440

Review of Intended outcomes Sept 2025

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<p>3. To ensure disadvantaged pupils with additional barriers (emotional or cognitive) individual needs are addressed so that they make progress against individual plans.</p>	<p>There will be systematic approach to the case studying of individual pupils who are on the SEND register and are in receipt of PPG to ensure steps in progress can be more readily measured in Pupil Progress Meetings</p> <p>This could include</p> <ul style="list-style-type: none"> • Personalised learning plans and curriculum • Alternative provision • Intervention • Assertive mentoring approach • Individual testing to identify barriers • Support from external services • Behaviour plans • SEMH support
<p>Review outcomes</p>	<p>All PP/SEND pupils have individual learning plans which demonstrate positive progress against personal targets.</p> <p>Academic progress for the cohort:</p> <p>Reading 94% of pupils made expected or above progress</p> <p>Writing 94% of pupils made expected or above progress</p> <p>Maths 88% of pupils made expected or above progress</p>
<p>4. Parents of advantaged and disadvantaged pupils work with school supporting their child's academic progress through ensuring homework tasks are completed, regularly reading at home, attending school led events and ensuring external service support is engaged with.</p>	<p>In response to parental feedback we will ensure:</p> <p>Curriculum maps are shared with parents (and available on the school website) outlining what the curriculum coverage will be each half term.</p> <p>Reception staff offer weekly drop-in sessions to share children's learning experiences and efforts with parents to help involve them in their child's learning.</p> <p>Parent workshops are offered in relevant curriculum areas such as phonics, maths and reading as well as parent consultations, to provide guidance on how best to support pupils at home.</p> <p>Early Help Assessments and TAF meetings will take place for identified families. Support from external agencies will be sought by the school, if required. Families access support in managing their child's needs and feel that their needs are met within 24 months of opening an EHA (taking into account the waiting period for a neurodevelopment assessment).</p> <p>Review of our homework policy to improve the % of pupil premium children who engage with home learning:</p> <p>44% rarely complete homework</p>

	<p>24% sometimes</p> <p>31% mostly and only 1 child (2%) always complete their homework</p>
<p>4. Increase % of pupils who achieve Greater depth outcomes at the end of KS2</p>	<p>A lower percentage of pupil premium children achieve greater depth outcomes than non-disadvantaged pupils. In 2023 no pupils achieved the combined higher standard. 0% reading, 10% writing and 20% maths.</p> <p>Percentage of disadvantaged pupils achieving the higher standard</p> <p>Number of disadvantaged pupils = 10</p> <p>Percentage achieving the higher standard</p> <p>20% in maths and writing achieved in 2024.</p> <p>SC: Close the gap to National non-disadvantaged pupils at the higher standard in reading, writing and maths.</p>
<p>Review Outcomes</p>	<p>2025</p> <p>25% of PP pupils achieved GD in Reading</p> <p>8% of PP pupils achieved GD in Writing</p> <p>42% of PP pupils achieved GD in Maths</p>
<p>4. Disadvantaged pupils at age related expectations achieve outcomes in line with non-disadvantaged in RWM combined at the end of KS2.</p>	<p>2023 Gap 26%:</p> <p>Reading, writing and maths combined</p> <p>Percentage of disadvantaged pupils achieving the expected standard or higher</p> <p>Number of disadvantaged pupils = 10 View as table</p> <p>Percentage achieving the expected standard or higher</p> <p>SC: Combined outcomes for disadvantaged pupils gap to close from 26% starting measure</p>
<p>Review outcomes</p>	<p>58% of pupils achieved expected outcomes in RWM compared to 64% National (48% like for like)</p> <p>Gap=6% reduced from 26%</p>
<p>5. Average score in MTC (Year 4) is in line with all pupils National score for pupil premium children.</p>	<p>2023 7% of disadvantaged pupils achieved 25/25 compared 48% non-disadvantaged. The average score in 2023 was 22.1 (National 20.2) for all students and 19.1 for disadvantaged.</p> <p>2024 all pupil outcomes were below National. The average score for disadvantaged pupils was 19.06. Only one pupil/15 achieved 25/25.</p>

	SC: Pupil premium children to score in line with an average of 20.2 (National outcome 2023)
Review outcomes	45% of PP children passed the MTC in comparison to 49% of the whole cohort and 38 % of pupils nationally APS for PP 22.8. All pupils 23.4, National 21.1
6. Close the gap of pupil premium pupils achieving listening, attention, understanding and speaking at the end of Early years compared to non-disadvantaged pupils.	2023 Listening, attention and understanding +4% disadvantaged compared to non-disadvantaged. Speaking -6% S.C Close the increased gap of 26% difference in 2024 outcomes (50% disadvantaged and 24% non-disadvantaged) in both Listening, attention and understanding and Speaking (ELG areas 1 and 2)
Review outcomes	EOY 63% of PP pupils achieved LAU and Speaking in EYFS end of year assessments compared to 83% of all pupils.

